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(For the School Journal.)

To a Wild Violet.

EMILY B. ELLIS.

Ah! my modest violet true,
With your tranquil eye of blue,
And your lashes dashed with dew,
Tell me where you find the treasure
Which awakes in me such pleasure,
When among the new-sprung grass
I espy you as I pass.

To my fitful fancy's seeming,
Thou art some proud poet's dreaming.
That with visions sweet, though teeming,
He has rudely cast aside,
Asking, in his restless pride,
For a reverie more rare
Than e'er fell to poet's share.

If the blue sky doth thee cover,
And soft breezes round thee hover,
Then thou art a lawless lover,
Who would savory sweetness sip
Off full many a luscious-lip,
Troubled by no anxious thought,
Lest thy bliss be dearly bought.

But if on thee storm-clouds frown,
And the rain drops driving down
Would divest thee of thy crown;
Then in thee I see the mate
Of that soul who to his fate
Unresisting bendeth low,
Faltering not for tears that flow.

But to me, most oft thou art
Emblem of a loving heart;
Near to all, yet far apart.
Though thy head be downward bent,
And thy thoughts to earth seem lent,
Ever toward the purer sky,
Thou dost lift thy quiet eye.

And that glance of thine so true,
Is to me the secret clue
To your treasure, Violet Blue.
So, like thee, with wisdom meet,
I would fix on earth my feet;
And, the love-light of my eye,
Gain by gazing on the sky.

Notes.

Mr. Edward Shippen in an article entitled "Educational Antiques," gives a sorry picture of the troubles of the school boy in olden times. One is led to wonder that in this age when such attention is paid to the comfort of the pupil—punishment of even the slightest kind being

forbidden—every one of the lads is not a John Howard. In Tusser's day, in England, boys were flogged, not for any offense or omission, but upon the abstract theory that they ought to be flogged; and in Spain the severity of school punishment is handed down in proverb from early days, "*La letra con sangre entra*," (the handwriting comes in blood). Keats, of the noted Eton school, was perhaps the best flagellist of this century, and it is said of him, in Cooper's History of the Rod, that on one occasion, when a confirmation was to be held for the school, each master was requested to make out a list of candidates from his own form. One of these masters wrote down the names on the first piece of paper that came to hand, which happened unluckily, to be one of the well-known size and shape used for flogging bills, and sent up regularly with the names for execution. The wrong list was put into Keat's hand without explanation; he sent for the boys in regular course and, in spite of all protestations on their part, pointing out the master's signature to the fatal bill, he flogged all these candidates for confirmation. But of all the noted floggers, the Suanian schoolmaster referred to in that history was perhaps the greatest adept in the art, and is entitled to the highest place on the flogging record. He taught school for fifty-one years, and during that period he inflicted the following punishments, and kept a faithful record of the same, viz.: 911,500 canings, 121,000 floggings, 209,000 custodies, 10,200 ear-boxes, 22,700 tasks, 136 tips with rule, 700 boys he caused to stand on peas, 6,000 to stand on sharp edged wood, 5,000 to wear the fool's cap, 1,700 to hold the rod, total 1,282,936 cases of punishment.

It is not long since, that whipping etiquette of thanking the teacher for the flagellation was insisted upon, and gave rise to the lines:

Flick-'em-flap-'em over the knee,
Say, thank you, good master, for whipping of me.

Death has taken away several eminent teachers during the past summer. Among others who have fallen, are Miss FLORA T. PARSONS, a teacher at the Penn. Normal School, at Shippenburg. She was greatly valued on account of her skill in imparting a knowledge of methods of instruction. Prof. JOHN L. STODDARD, the author of several mathematical text books, has also passed away. He was a great lover of mathematical science and a man of sterling moral worth. Prof. STEPHEN H. PEARL, the principal of the Normal School of Plymouth, N. H., died August 4, greatly lamented. He was a teacher of that rare kind, produced on New England soil, who produce the remarkable results on their pupils with comparatively slender scholastic acquirements.

There is one objection to the kinder-garten methods and that is one that strikes deep—it is expensive. Struggle as we may, the best results of education cannot be obtained in large classes. The force of eloquence may sway large numbers but teaching power affects but few at a time. So in the kinder-garten schools, twenty-five persons being all that can be taught by one person, it must cost not less than \$50 per year. Those who would cheapen it by putting 100 pupils under a teacher's care will not get a kinder-garten school.

We find in an article in the *Michigan Teacher* some valuable suggestions about grammar from the pen of Prof. SAYLER. It is worthy of comment because it shows in an unprejudiced manner the importance of diagrams in that study. A large number of intelligent teachers are aware of the real contribution Clark has made to the material for imparting instruction; others still retain a prejudice that is not founded in reason against the forms of the diagrams themselves. It can be confidently said there are no objections to their use; but, on the contrary, many advantages derived by the pupil.

We think that the cultivation of the voices of children is sadly neglected. A few minutes spent each day in a drill upon the elementary sounds of our language, would give the power of reading and speaking in a pure and natural tone, instead of the harsh and high key so commonly heard in our schools. Prof. J. W. Shoemaker, of Philadelphia, remarks: "No other agency within the compass of our natural power is so adapted to the communication of happiness to others as the human voice. It should be taught as an agency of moral culture. A voice of dignity and elegance will attract to purity and truth, to virtue and religion. Correct sounds should be taught as a preservation of the language. Sounds erroneously pronounced during school days will so develop the organs in that direction as to be corrected with difficulty. The habit will often prejudice the ear against that which is correct."

The average child of six years of age, comes into our school-room with no mean stock of knowledge, actively gathered by himself. Having eyes he has seen; and having ears, he has heard. His busy and mischievous hands have turned overturned, beaten, broken, dissected, pulled apart, and put together, and his innate desire to know has set him to wondering and inferring, until little by little, he has been led into much wisdom. It is only when we set him to coming unmeaning tasks, and dealing in wordy abstractions that we pronounce him idle, stupid, and uninteresting. When we shall be content to follow up, according to her invariable method, the education so admirably begun by Dame Nature, we shall find our school-rooms the resort of eager seekers after knowledge;—incipient philosophers."

The above is found in a journal of education, and is selected because it is a sample of what is the stock-in-trade of many would-be-reformers of our schools. Be it known then, that pupils do go to school to develop his faculties symmetrically without reference to the question of time. They go to learn certain arts, and there is no way to prevent there being tasks. Reading we teach him, to help him to knowledge in coming years, and, though it were ten times the task it is, the pupil must face it.

Educational Progress.

At Worcester, Mass., on the 18th inst, a new Normal School building was dedicated, costing \$90,000. Prof. E. H. Russell has been selected as Principal for this fifth State Normal School. A notable address was made by Hon. E. Washburn, in respect to the present style of education—calling it memory-work, mainly.

A new Seminary has been opened at Hackensack, N. J., costing \$110,000. The President is Rev. G. H. Whitney, D. D.

College Department.

New York University Opening.

The New York University opened for its thirty-third year, on Wednesday, the 16th inst. A change on which great hopes are based, has taken place in the Engineering Department. Three years ago, the course in this department was, in common with the science and arts departments, made free to all who wished to avail themselves of the opportunity thus offered. It was attempted as an experiment, but results proved not as satisfactory as was desired. Consequently the Council abandoned the plan, and do now place it as it was, and make it a fee-department. Prof. Saxton, of the department of Mechanical and Architectural Drawing, is succeeded by Prof. Spielman. Prof. Brush, an additional instructor, is to take charge of the students in field operations, and his intention of this gentleman to give instruction in his line whenever the weather permits. The students themselves are quite jubilant over the change, and as the charge is very reasonable, but fifty dollars per year, many new applicants for admission are presenting themselves, and many more are expected. With this exception, and "rushes between the sophomores and the freshmen things go on in about the usual manner.

The names of those admitted up to Wednesday, are as follows:—

Arthur C. Gilman, Edwin Tucker, Robert B. Davis, Edward A. Van Zandt, John A. Atwood, Maurice Cohen, Warren Osborn, William J. Roome, Jr., Robert H. Marriner, Wm. C. F. Dasher, G. Thompson. Henry L. Purdy, Henry H. Spier, Louis C. Whiton, Albert W. Ferris, C. L. Plash, Adelos Allen, James C. Bull, Cornelius B. Zabriskie, Clarence Hopkins, Clarence J. Concklin, Chas. G. Buckley, Henry Mussey, Jr., Max T. Rosenberg, Clarence Manners, Paul Revere, Edwin M. Fox, Cornelius S. Schoonheren, William S. Gottheil, Delancey Carter, Geo. T. Jackson, Jr., Edward W. Gardiner, Chas. P. Cooper, Wm. S. Van Clief, De Witt Van Buskirk, T. K. Satterlee, Louis L. Bruck, F. A. Bates, James L. Furner, John W. Frecklin, Eugene C. Garwin, Nathan Harrison, Alex. S. Myman, F. M. Clute, Edwin C. Holske, John A. Roebuck, Abraham A. Demarest, Frederick Wm. True, Wm. H. Scudder, Howard Van Buren Thomas Darlington, M. G. Vandergrau, Henry D. Winant, Jas. R. Blauvelt, Eugene Johnson.

The average age is seventeen years two months. It is stated on good authority that John Taylor Johnson, Esq., a graduate of the Institution, has subscribed five hundred dollars towards sending a crew to represent the University at the next inter-collegiate regatta.

Mount Washington Collegiate Institute.

This institution opened on Monday, the 14th, with a roll of seventy-five pupils: The Institute was founded for the education of boys and young men, but two years ago, the doors were opened to admit young ladies to its advantageous instruction. The result was as might be expected, a complete success, as shown by the fact, that of the fourteen graduates at its last commencement, four of them were young ladies. This year, the register of the institution contains the names of twelve female students. Two changes

have taken place in the corps of instructors Prof. Diefendorf takes the place left vacant by the resignation of Prof. Poulson, and Prof. Gaulier succeeds Prof. DuBois.

Hyft

National University.

We have received the paper read by John W. Howe on the above subject at Detroit in August last, before the National Educational Association. It will be remembered that President Eliot, of Howard University, opposed the founding of a National University in a paper exhibiting remarkable ability, and a thorough knowledge of the subject, thus:

"In almost all the writings about a national university, . . . there will be found the implication, if not the direct assertion, that it is somehow the duty of our government to maintain a magnificent university. . . . It is said that the state is a person, having a conscience and a moral responsibility; that the government is the visible representative of the people's civilization, and the guardian of its honor and its morals, and should be the embodiment of all that is high and good in the people's character and aspirations. This moral person, this corporate representative of a Christian nation has (it is said) high duties and functions commensurate with its great powers, and none more imperative than that of diffusing knowledge and advancing science. . . . The conception of government on which this argument is based is obsolescent everywhere. . . . Our government is a group of public servants appointed to do certain difficult and important work. It is not the guardian of the nation's morals; it does not necessarily represent the best virtue of the republic, and is not responsible for the national character being itself one of the products of that character. The doctrine of state personality and conscience, and the whole argument to the dignity and moral elevation of a Christian nation's government, as the basis of government duties, are natural enough under Grace-of-God governments, but they find no ground of application to modern republican confederations."

"Moreover, for most Americans, these arguments prove a great deal too much; for if they have the least tendency to persuade us that governments should direct any part of secular education, with how much greater force do they apply to the conduct by government of the religious education of the people, (since 'religion is the supreme interest'). . . . We do not admit it to be our duty to establish a national church; and, 'if a beneficent Christian government may rightfully leave the people to provide themselves with religious institutions, surely it may leave them to provide suitable universities for the education of their youth.'"

"The question of natural university or no national university is by no means synonymous with the question—shall the country have university education or not? The only question is, shall we have a university controlled by government, or shall we continue to rely upon universities supported and controlled by other agencies?"

"There is, then, no foundation whatever the assumption that it is the duty of our government to establish a national university."

"If the people of the United States have any destiny, any particular function in the world, it is to try and work out, under extraordinarily favorable circumstances the problem of free institutions for a heterogeneous, rich, multitudinous population, spread over a vast territory. Now the habit of being helped by the government, . . . is a most insidious and irresistible enemy of republicanism, . . . for the very essence of republicanism is self-reliance."

Mr. Howe meets President Eliot with good arguments but we think that they do not prove the proposition that the government should build up a grand university, because it has built up the common schools. Somewhere this giving of money to educational purposes must stop, and there is not in our judgment one good valid reason why the United States should undertake collegiate instruction.

We subjoin Mr. Howe's summing up:

It is a matter of some regret that a man so well circumstanced as President Eliot for helping on the needy cause of education should throw himself across the path, not only of this particular movement, but also of the entire work of popular education as approved by the people of the United States and so long carried on successfully with the help of the government. He will learn, however, that he can do but little to hinder it. The government cannot now repudiate or reverse its beneficent educational policy. The logic of facts and of reason will not permit it to stop short of the most complete provision for every department of American education. The people are growing in their realization of the necessity there is for insuring the best possible education of the masses. The variety and vastness of the national resources, and the rapid progress of other nations, are making a strong and growing demand upon the industrial arts, which they are powerless to meet without the help of the best technical schools. While the conspicuous place we of necessity hold among the great nations of the earth, the nature of our government, and the genius and aspirations of our people, are reasons deep and urgent for a high and thorough culture that must early move the nation to adopt measures that will give to the United States a true university.

"Obsta principis" is a watchword too late, in this case, by nearly a hundred years!

We need perhaps to add that the university proposed should consist of about sixteen faculties.

Educational Press.

What shall we attempt in our Elementary Schools.

I hold that every child, not a dunce, ought to know on its eighth birthday the names and the succession of the English sovereigns (mind, I don't say anything about dates but the names and the succession) from the Conquest, and should also have an idea of Alfred and Canute, as well as of Edward the Confessor. I choose this piece of History particularly because, as has been very happily said, it bears to other History of modern times very much the same relation that the multiplication table does to Arithmetic. It is learned very easily in virtue of the childish eagerness for stories; and long before they can read themselves, children will be able to repeat perfectly the story of Alfred and the cakes, of Canute and the tide, the Conqueror and the curfew, or the tapestry of Matilda, and so on, down through the rich store of English History to the traditions and stories of our own colonial times and of the Revolution.

The succession once accurately learned, it is a very short and easy step to relationships of the more obvious sort, father and son, brothers and cousins. I should not trouble them about the great-granddaughter of John of Gaunt, or Sophia, Electress of Hanover; but one who has not seen it tried would be surprised to find how soon a class can trace back Victoria to Henry the Seventh. There is a kind of "House that Jack built" fashion about it that pleases children and they learn without knowing it. I leave out dates, as dates; but the notice of long reigns and short reigns, the kings that died young, or died unhappily, the queens that were beautiful, or princesses that went away to marry great dukes or had kings come to woo them, the great battles, like Hastings and Poitiers and Agincourt, will gradually fix the idea of time correctly and ineffaceably in the mind.

Throughout I would impress upon the scholars that this is the history of their own people. No child in school is too young to understand that all that is great and noble in his nation is the outcome of centuries of growth, not the result of a short two hundred years.

Thus much of English History is a kind of alphabet, by which a child who leaves school at ten even, can decipher later for himself a great deal of modern History.—Mrs. A. C. Martin in Mass. Teacher.

*At York City,
Prof G. W. Clark
Principal*

The good of the best school books and instruction may all be wasted upon a pupil whose physical condition demands either absolute rest or an entirely different method of motion from that arbitrarily prescribed by our school desks and benches. A fine intellect may be wasted or lost by reason of a physical inability to work to advantage, or to work at all in a bad atmosphere, which to others is a matter of indifference or merely passing inconvenience. The long list of sicknesses peculiar to schools may well be held up as a justification of ignorance, and yet it might be a useful lesson in physiology, and serve to teach by example alike to parents, pupils and teachers, which of them are preventable and how few are really unavoidable evils. A little instruction of this kind could easily be added to or introduced into existing studies, and if pupils knew a little more of their own physical structure and processes, they would be the better fitted to decide how far they could trust body and mind to carry them on to their various ends of life. A boy or girl who can give the name of every river and the height of every mountain in Asia, the age of every reigning sovereign in Europe, the date of every battle in America can hardly be as well off for all this burdensome knowledge as one who knows the elements of human physiology and anatomy, who is taught more of the knowledge useful in after life, and can tell how to help himself or another in case of accident or emergency. The boy who is to go into active life, and the girl who is to become head of a household, will have little occasion and less opportunity to use the greater part of the "crammed" lessons so industriously accumulated during their school years. A fair knowledge of the rules that are at the bottom of all healthful activity, a general acquaintance with anatomy, and a well-grounded taste for natural sciences will all grow into and become a part of their daily lives, and such things are far less likely to make pretentious men or women than that kind of smattering "memorized" facts and dates and words which is too often the penalty of superficial study. The German name "Real School" might suggest the introduction into our own schools of real studies; of instruction in subjects of absolute knowledge; of matters that have to do with every-day life and actions of each one of us, instead of some of the learning of the schools, mere abstractions, which are but a poor sort of mental gymnastics, and only serve to train the mind at the expense of its real work in after years for feats of strength and trials of skill that lead to good now and serve for no end in the future.—*incinnati Price List.*

The time has certainly come for taking a step towards assimilating the English to the Scotch Code. Teachers will universally welcome the introduction of any measure calculated to improve the quality of the education imparted in their schools. Their interests are indissolubly bound up with those of their schools. What raises the latter in the educational scale must of necessity benefit them. Only let the means be adequate to the desired end. If, with their present staff and appliances, very much more be demanded of the teachers in our elementary schools, we fear that more harm than good will be done. It is notorious that teachers are at present over-burdened and very much over-harrassed. There is no cause so potent in limiting the supply of suitable and efficient teachers as the irksome and exhaustive nature of their employment. If good teachers are to be secured and retained, their work, rather than being increased, must be rendered less laborious and more pleasant. Hitherto every change in the Code has been adopted without any consultation with or consideration for those who, after all, do the work of education so far as it is done at all. We hope that the present Government will inaugurate a change in this respect; and we can safely promise that, in return, teachers will use their best endeavors to co-operate with the Department in its efforts to improve the elementary education of the country. If more subjects have to be taught, and teaching generally is to become more intelligent, a greatly increased and improved staff will be required in most of our schools.—*Schoolmaster.*

Debating in Country Schools.

There is no reason why regular instruction should not be given in parliamentary rules. Does some one say "Cui bono?" Such a person is most likely to have the question answered in himself being called upon shortly to preside at some public gathering, say a temperance meeting, at which he will exhibit a disgraceful ignorance of the simple rules necessary for the proper conduct of such a meeting. Every one, in these days, must be ready to act in or preside over very important meetings. The popular ignorance of the regular procedure on such occasions is made very much of by politicians. A little experience at nominating conventions and similar meetings will show this. A knowledge of parliamentary rules would help politics much more than the knowledge of the constitution, in favor of which we hear so much. Indeed the former is essential to the latter.

But how can debating be taught? We answer by practice alone. Let the teacher of a country district school from a "Society" of his advanced pupils. Arrange that they shall meet once or twice a week for debating purposes. Let the teacher attend the most of these meetings giving such instruction and drill in parliamentary usage as is needed, and assistance in carrying them out. Teach the young debaters how to refer to the different manuals upon parliamentary forms for instruction on points of order.—*Nat. Normal.*

Now, boys go to school in a palace, and study hard Latin and Greek;
They are taught to write scholarly essays;
they are drilled on the stage to speak;
They go in through the district hopper, but come out through the college spout;
And this is the way the schools of our land are grinding our great men out.

Let 'em grind! let 'em grind, dear wife!
the world needs the good and true;
Let the children out of the old house, and trot 'em into the new.
I'll cheerfully pay my taxes, and say to this age of mind,
All aboard! all aboard! go ahead! if you do leave the old man behind!

Our system of common schools is the nation's glory and crown;
May the arm be palsied, ever, that is lifted to tear it down;
If bigots cannot endure the light of our glowin' skies,
Let 'em go to oppression's shores, where Liberty bleeds and dies.

Syracuse S. Herald.

Why American Schools Lay Stress on Discipline.

The fact that our American system of public school education has borne a character somewhat tinged with asperity, has its rationale in the tendency of the school here to lay greater stress on discipline or moral education. The schools have been tonic and regulative; the formation of correct habits, alertness, regularity, obedience, industry, self-sacrifice at the call of duty, has been the first aim. The daily marking system arose from the influence of this predominant tendency in our educational system. The pupil has been pursued with prescription, and the teacher has acted the vigilant policeman toward his pupils. Indeed, it is very evident that the formation of correct habits in his pupils can be secured by the strictest vigilance on the part of the teacher. But within the last thirteen years the sentiment of the community has been reacting politically, socially, morally and religiously. The tendency is to lay stress on the prescriptive side of morality—less stress on obedience to external standards—and more stress on spontaneity, on the side of morality that appertains to the free, untrammelled choice of the individual. Thus the school government is forced to change in order to put itself in harmony with the sentiment of the community, and this change in the method of ascertaining and recording the pupil's progress in his studies finds

its explanation in the deeper social change. Likewise, the disuse of corporal punishment will follow from the same cause. Whether some changes will not be made which are unnecessary and injurious, admits of only an affirmative answer. Time will produce an amended edition, however, in which such extremes are corrected.—*W. T. Harris.*

The memorizing of select passages in prose and verse, after repeated reading of them under competent instruction and full explanation had of their meaning, is another invaluable expedient of literary culture. The other day I called a little girl off from her doll dressing and millinery, in which she was at the moment deeply involved—in fact, *toto in illis*—and set her to learning "Hohenlinden" by heart. She came with some reluctance, stoutly restrained from expression, but sufficiently evident. I read it over with her, explaining the points that seemed to invite explanation, and left her to herself. From another part of the house, I could hear her conning it over aloud. She soon got interested in spite of herself. She rendered stanzas of it with congenial enthusiasm. The lyric fire that cost Campbell so much to kindle caught in her imagination. She was delighted, and quite of her own observation she made an important discovery. When she came to recite her poem to me, "I like it" she said. Why, I don't think we appreciate a poem like this until we study it to commit it to memory.

That is it. There is no fine passage of a master, in prose or in verse, that is not well worth learning by heart. Our children in the public schools might most profitably be set to doing this work as a considerable part of their education. At least, I hold that our school reading-books ought to be made; a highly important means of literary culture to our children. What an execrably vicious crochets that was which got into some reading-bookmaster's head to make up his selections with liberal extracts, news paragraphs, advertisements, and what not from current newspapers. Forsooth that the children might learn to read well what it were almost rather to be wished that they might never learn to read at all. No, give choice specimens of classic English from our best authors—no matter if they savor a little of age. Newspapers will probably come to be a daily manna to the starving minds of our children but too promptly after they have done with their few years at school. While at school let them get all the smattering that they can of good literature—grave, high-toned, or gay, if you please, in its measure, but still high-toned—writing with the thought in it of the selected minds of our race and blood. The old "English Reader"—I am thankful that I can remember it—and "Porter's Rhetorical Reader"—they half-formed, forming well, the literary taste of those of us whose age goes back to the time of their reign in our schools. School reading-books exercise too serious an educating influence over the most plastic literary period of our lives not to deserve careful attention from parents and teachers to see that they are of the right quality. And, in general and finally, English literature and not books about it, but the thing itself in good samples—ought to have more space than it has in our public schools.—*The Independent.*

DON'T SCOLD.—A great deal of injury is done to children by their parents scolding them. Many children have been nearly or quite ruined and often driven from home to become vagabonds and wanderers, by scolding. It sours your temper, provided it is sweet, which is a question: if you scold the more you will have to scold, and soon you will have become crosser, and your children likewise. Scolding alienates the hearts of your children. Depend upon it, they cannot love you as well after you have berated them as they did before. You may approach them with firmness and decision, you may punish them with harshness and severity, and their hearts will only rise in rebellion, and a deep vindictive feeling will be cherished for years thereafter. Let gentle actions and loving, tender words be used instead, and the result you so much desire will be easily accomplished.

Selections.

Qualifications of the Teacher.

Genuineness of character, integrity and goodness lie at the foundation of the highest power of a teacher, and of these qualities the scholars are accurate judges.

Next in order as the qualification of a teacher he placed a knowledge of and sympathy with human nature. He must understand that under a rough exterior there often is real worth. We need in teaching what some writer has called the enthusiasm of humanity.

We sometimes make the mistake of supposing that the fundamental qualifications of a teacher is interest in the subject taught. He should regard with the highest interest the persons to be taught. The boys and girls should have a personal and individual interest in his heart. Such a man was *Agassiz*, the teacher who loved not Nature less, but loved mankind more.

Further than this, the teacher needs the instinct of taste, of propriety or impropriety suitable to the cases where judgment must be made and communicated in an instant. This gift belongs peculiarly to woman, and is the source of much of her power. It is by this power that the sensitive nature of the teacher operates by an almost electric power from the teacher directly upon the nature of the pupil. So teachers of the highest culture and refinement are most successful in schools where the ruder elements predominate. The same sentiment unsupported by humanity becomes fastidiousness, and renders the teacher's position intolerable. Sarcasm had its uses in the world, but its place is not in the school-room. Plain and kindly reproof involves no such danger. Even scolding is not so hurtful.

A steady self-possession is a useful quality for a teacher. It is of the highest consequence that he should have the confidence of his pupils for fairness and a sense of justice. This is difficult where perturbation is experienced. The little demon of impatience and irritability must be cast out, even by prayer and fasting, (ap-*planse*), or by needful recreation and rest, if that should better accomplish it. The teacher should be prompt to acknowledge errors, whether in discipline or teaching. The bearing of sound scholarship upon a teacher's work is too obvious to need special suggestion. The wider culture which enriches the mind and increases the power, should be earnestly sought. It is necessary that in sounding the depths of the teacher's understanding his pupils should not strike bottom every time. [Laughter.] There is a detrimental tendency to the exclusive study of the special branches to be taught. A teacher can not afford to be a specialist. The work of teaching requires symmetrical manhood and womanhood. It is not necessary to make a show of learning; overmuch talking is a hindrance, and not a help. It is well that the scholar should feel that he has not heard all that his teacher knows. Skill in organization and general discipline are indispensable. High character, wide learning can not supply a deficiency in this. Every successful teacher succeeds in his own character. Organization should be kept in its place as a means and not an end.

To such a character, endowed with the qualities of integrity, humanity, quick perception of propriety and self-control, the teacher needs the added grace of spiritual discernment. In no narrow sense, but in its highest meaning, the religious nature should be active. The reading of suitable passages from the Bible, and expression of common wants by the teacher and pupil in prayer, is a needful and appropriate exercise.

President Fairchild.

In a neighboring county, at an examination lately of applicants for schools, the following good joke was perpetrated; County Superintendent—"What is the meaning of 'theorist'?" Applicant—"A theorist is one who proposes plans which he is himself unable to carry out." County Superintendent—"Give an example of a theorist—a theorist in teaching, say." Applicant—"Why, you!"

Higher Education.

What is this higher education? It is acquired knowledge, true; but it is also the development of the power to acquire knowledge, and to use it after acquired, and to be able to keep what is acquired. This is something that should never be lost sight of in any system of education, primary or higher. The power to impart to others is a still higher and nobler power. How shall we improve the faculty of observation that enables us to acquire knowledge? Natural science is here of great importance.

But the pursuit of this may be pushed too far. We do not need a vast store of facts crammed into the pupils' minds, but something that will teach the pupils how to acquire a knowledge of facts. He believed some one branch in all courses of study should be taken up and studied in a thorough and exhaustive way. The teacher who communicates this should understand the inductive logic, and connect its doctrines and rules with the science studied. Mere cramming with facts is not education. The discipline of the memory, and of other mental faculties, should be attended to above all. To train the memory properly, the English classes should be more than they have ever been in any of our schools; to cultivate the reasoning powers, we need and should use the pure mathematics. There we have truth perfect and undefiled. The science ought to be taught so as not to disgust the child, and then the pure soul will appreciate and be benefited by its pure and perfect truths. But it is treachery to this science to require students to commit demonstrations to memory, word for word. This is sacrilege against the deductive logic.

To perfect us in language, we must have the classics, beginning with the English and running through the modern German and French, and the ancient Greek and Latin. The modern should be taught early; and this instruction should be given in all our large city schools, enough to produce at least a good pronunciation of German and French. Of Greek and Latin we do not know the pronunciation, and that is nothing. We study them because they are necessary to the true knowledge of language itself. The wave of doubt that once passed over the teachers' profession in reference to the utility of the classics has passed away, and they are now more appreciated than ever before.

The higher education instructs us how to work and wait for ourselves; the highest manifestation of it is to watch and work and pray for others. Self-sacrifice is the noblest lesson to be taught to man, the highest duty of man to God.

President Tappan, of Kenyon College.

A GOOD EDUCATION.—The late Edward Everett condensed into a single brief paragraph his estimation of what constituted a good education. Here it is: "To read the English language well, to write with dispatch a neat legible hand, and be master of the first four rules of arithmetic, so as to dispose of at once, with accuracy, every question of figures which comes up in practice—I call this a good education. And if you add the ability to write pure, grammatical English, I regard it as an excellent education. These are the tools. You can do much with them, but you are hopeless without them. They are the foundation; and unless you begin with these, not with flashy attainments, a little geology, and all other ologies and oosophies, are ostentatious rubbish."

INCOMBUSTIBLE PAPER AND INK.—An English inventor has secured letters patent for an incombustible fire-proof ink. The pulp for the paper is composed of vegetable fiber, one part; ashes, two parts; borax, one-tenth part; and alum, two-tenth parts. The ink can be used either in writing or printing, and is made according to the following recipe: Graphite, finely ground, twenty-two drachms; copal or other resinous gum, twelve grains, sulphate of iron, two drachms; and sulphate of indigo, eight drachms. These substances are thoroughly mixed and boiled in water. The graphite can be replaced by an earthy pigment of any desired color.

ACCORDING to English authority there is expectation that an Arctic expedition of discovery may be dispatched in the spring of 1875. The Prime Minister has undertaken to consider the subject carefully in all its bearings, and on the 1st inst. the presidents of the Royal Society and of the Royal Geographical Society, accompanied by a gallant admiral of long Arctic experience, had a preliminary interview with Mr. DISHAEL. But our English friends will surely miss it if they try the old route by way of Baffin's Bay, and which is whitened with the bleached bones of unfortunate explorers. We predict the route of the *Pacific*, through Behring Strait, will be the only key that will unlock the mystery of the North Pole.

THE CURE OF STAMMERING.—The mode of treatment followed by M. Chervin, of Lyons, in this affection, has lately been the subject of investigation by a commission appointed by the Department Council. The commissioners state that they find the system successful, rapid and permanent in its effects: which opinion confirms those of earlier date, given by commissions appointed in France, Belgium, Spain, etc.

Eight patients, severely affected with stuttering, were submitted, under the observation of the commissioners, to the system of M. Chervin. They varied, in age, from ten to twenty-nine years, and none of them could speak without stammering to an extent most distressing to themselves and to those who heard and saw them. In some cases the act of speaking was accompanied with convulsive movements of the mouth and eyes; in others with the spasmodic respiratory movements. Some had stammered from their infancy; in other the defect had been caused by a shock to the nervous system. Ten days after they had been placed under M. Chervin's treatment they were seen by the commissioners, and each of them could then speak distinctly without stammering or hesitation; and on the 28th, they were pronounced cured, speaking then with natural ease and rapidity.

The system is as follows; All mechanical contrivances are discarded; but he teaches the patient, by the means of a large number of exercises, gradually to pronounce with distinctness vowels, consonants, syllables, and sentences. He pays great attention to the act of respiration, which he seeks to regulate. He teaches his patients to take, at certain intervals, a slow but normal inspiration; which is succeeded by an even, continuous, and loud expiration, during which pronunciation is effected. The course of treatment occupies twenty days, the time being divided into three periods. During the first the patient is restricted to complete silence, so that the old habit may be broken; during the second period the patient is taught to speak slowly and deliberately; and during the third period he acquires the practice of speaking fluently and without clipping the words. This method is stated to have succeeded in the most difficult cases, and the good results are said to be permanent; but this greatly depends on the patient, who must occasionally make use of the means which were first used to cure him.

In giving oral instruction, the teacher is too apt to take the burden of the lessons upon herself. She makes the ways of learning exceedingly easy. She divides and subdivides every difficulty until the weakest intellects find their way through it with little effort. She sees for her pupils, and she thinks for them. The joy of finding out things for themselves, after a severe wrestle for it, those pupils never know, and they grow daily less inclined to struggle with difficulties. In other words, their intellects are kept constantly in leading-strings, never being allowed to go abroad unattended. The overmuch talking by which this is accompanied, either excites in pupils a high nervous tension, healthy neither to body or mind, or they become utterly indifferent to it. They are, too, almost constantly engaged in recitation, and have no time to steady down to quiet thinking. The wise teacher talks no more than is sufficient to direct the minds of her pupils to their proper field of labor, and explains only such difficul-

ties as her experience has shown that scholars can not, without waste of time overcome for themselves. She teaches them how to pry into nature, and find out her wonderful secrets by using their own brains and eyes instead of those of their teacher.—*Hancock.*

Every young man who reads this article has two lives before him. He may choose either. He may throw himself away on a few illegitimate delights, which cover his brow with shame in the presence of his mother, and become an old man before his time, with all the wine drained out of his life; or he may grow up into a pure strong manhood, held in healthy relation to all the joys that pertain to that high estate. He may be a beast in his heart, or he may have a wife whom he worships, children whom he delights in, a self respect which enables him to meet unabashed the noblest woman, and an undisputed place in good society. He may have a dirty imagination, or one that hates and spurns all impurity as both disgusting and poisonous. In brief; he may be a man, with a man's powers and impunities, or a sham of a man,—a whitened sepulchre,—conscious that he carries with him his own dead bones, and all uncleanness. It is a matter entirely of choice. He knows the essential quality and certain destiny of the other. The man who says he cannot control himself not only lies, but places his Maker in blame. He can control himself, and, if he does not, he is both a fool and a beast. The sense of security and purity and self-respect that come of continence, entertained for a single day, is worth more than the illicit pleasures of a world for all time. The pure in heart see God in everything, and see him everywhere and they are supremely blest.

Weddings.

As the semi-annual bridal season is at hand, it is the time to plead for a reform in weddings. Every year this sacredness of all occasions is turned more and more into a mere opportunity for display, and for replying to some fancied social obligation. Instead of the time when the closest friends gather to witness the solemnest compact human beings can frame, it is chosen as the moment for bringing together the larger part of a family's social circle, to show the bride in her bridal garments; to prove how many flowers and refreshments the family can afford; and, with shame be it said, to exhibit to criticism and light comment the precious tokens that should have come with tender regard to the maid on the eve of her new life.

A wedding must not be uncheerful; but it must certainly be solemn to all who realize what it is. On the side, it is renouncing old ties one promising to begin with faith, and hope, and love a new and wholly untried existence. On the other, it is the acceptance of a sacred trust, the covenant to order life anew in such ways as shall make the happiness of two instead of one. Can such an occasion be fitted to revelry? Is it not wiser, more delicate, to bid only the nearest of friends to a marriage ceremony, and leave the feasting and frolic for a subsequent time? We are sure there are few girls who, if they reflect on the seriousness of the step they are about to take, will not choose to make their vow nearly within the loving limits of their home circle. All our best instincts point to the absolute simplicity and privacy of wedding services; only a perversion of delicacy could contemplate the asking of crowds of half-sympathetic or wholly curious people to attend the fulfillment of the most solemn of contracts. Let there be as much party-making, rejoicing and pleasure-taking afterwards as hearts desire; but let the solemn vows be made in the presence only of those nearest and dearest.—*"Home and Society," Scribner's for October.*

A READING-LESSON.—Some years ago there was a student at one of our "Theological Seminaries" who had an excellent opinion of his own talents. On one occasion he asked the professor, who taught elocution at the time, "What do I specially need to learn in this department?" "You ought first to learn to read," said the professor. "Oh, I can read now," replied the student. The professor handed the

young man a Testament, and pointing to Luke xxiv, 25, asked him to read that. The student read, "Then he said unto them, O fools, and slow of heart to believe all that the prophets have spoken." "Ah," said the professor, "they were fools for believing the prophets, were they?" Of course that was not right, and so the young man tried again: "O fools, and slow of heart to believe all that the prophets have spoken." "The prophets, then, are sometimes liars?" asked the professor. "No; O fools, and slow of heart to believe all that the prophets have spoken." "According to this reading," the professor suggested, "the prophets were notorious liars." This was not a satisfactory conclusion, and so another trial was made. "O fools, and slow of heart to believe all that the prophets have spoken." "I see now," said the professor, "the prophets wrote the truth, but they spoke lies." This last criticism discouraged the student, and he acknowledged that he did not know how to read.

A queen reigning in her own right is styled "queen regnant;" the wife of a king, "queen consort;" the widow of a king, "queen dowager."

Houdin's Statue of Washington.

Some two years ago the Department of Public Instruction, which then had charge of the Public Schools of this city, received a communication from many leading citizens, stating that "Houdin's Statue of Washington" was offered for sale, and suggesting that the purchase might be made by the scholars attending the public schools, for the purpose of placing it in the Central Park.

The Commissioners took the affair in charge, and a number of small contributions were received. The amount, however, was inadequate for the purchase. Mr. John Davenport, the indefatigable and highly-esteemed Auditor of the Board, has, however, taken considerable interest in the matter, and we are now informed that the principal and accrued interest has enabled him to make the purchase, and it is at the disposition of the present Board, to be placed in the Central Park. A further amount of money, however, is required to pay for the pedestal, which we trust will be forthcoming. Mr. Davenport, and the late Department of Public Instruction, are entitled to much credit for the interest taken in this matter.

Japanese Customs.

The Japanese have odd customs in the treatment of babies. A Japanese baby need be constitutionally strong, for it is by no means overdelicately nurtured; its mother frequently carries it out in the open air in a state of complete nudity and with its head shaven. Among the lower orders, the women, when at work in the fields, and on other occasions, may be seen with their infants fastened, almost like bundles, between their shoulders, so that they may be as little as possible in their way. They are left to themselves in the houses, where there are few things for them to hurt themselves against, and the mats afford them a fine play ground. They are freely supplied with toys and other sources of amusements suited to their taste. Some Japanese must have a string of names awful to contemplate; if strict custom be always adhered to; for, besides the name which he receives shortly after his birth, a man will take a second on attaining his majority, a third at his marriage, a fourth when he shall be appointed to any public function, a fifth when he shall ascend in rank or in dignity, and so on until the last, the name which shall be given him after his death, and inscribed upon his tomb.

A new College for women is to be opened at Northampton, Mass., next year. A building has been erected and the intention is to have a genuine College course; it is not supposed that a large number will attend for that season.

Mr. W. Gibbs is from his own purse to expend \$500,000 to build a chapel for one of the Colleges in Oxford, England.

Personal Items.

Mr. George F. Behringer resigned his position at Grammar School No. 7, this week, for a Professorship at the Howard University, Washington, D. C.

B. Wilcox has been re-elected Principal High School, South Bend, Ind., salary \$1,900.

J. W. Watts, re-elected at Elkhart, Ind., salary \$1,600.

Lydia Dimond, re-elected Principal High School, same place, salary \$800.

D. D. Luke, re-elected Goshen, Ind., salary \$1,400.

B. L. Swift, re-elected at La Porte, Ind., salary \$1,400.

S. S. Miller, re-elected Michigan City, Ind., salary \$1,900.

J. T. Merrill, re-elected at Lafayette, Ind., salary \$1,800.

John Cooper is Superintendent at Richmond, Ind., salary \$1,800.

Mrs. Williams, of Bloomington, Ill., has been nominated for State Superintendent of Public Instruction by the Prohibitionists.

The teachers (some of them) in Randolph Co., Ind., will get drunk—so the National Normal avers—and that is good authority.

J. L. Stone is elected Superintendent at Battle Creek, \$1,800, vice Prof. Montgomery, who goes to Flint, at \$2,000 a year, vice Prof. Truesdell, who takes charge of the State Public School for Poor Children, Cold Water, at \$1,600 and house furnished.

H. S. Tarbell is re-elected at East Saginaw, \$3,000.

Silas Wood, of Eton Rapids, goes to Jonesville, salary \$1,400.

U. W. Lawton superintends the schools of Jackson, salary \$2,000.

V. R. Gass superintends E. Jackson, salary \$1,800.

Supt. W. H. Payne re-elected at Adrian, salary \$2,000.

Walter S. Perry re-elected at Ann Arbor, salary \$2,000.

Supt. D. Bemiss re-elected at Cold Water, salary \$1,600.

Supt. C. W. Thomas re-elected at Niles, salary \$1,800.

A. J. Daniels re-elected Grand Rapids, salary \$2,300.

Supt. P. O. Latta of Ostego, re-elected, salary \$1,100.

Supt. A. Hardy re-elected at Grand Haven, salary \$1,800.

Supt. S. G. Burked, Decatur, re-elected, salary \$1,400.

Prof. Sears elected at Stone Rapids, salary \$1,200.

W. W. Ray, at St. Joseph, salary \$1,400.

Mr. Alfred Hannequin, instructor in French in the University of Michigan, at Ann Arbor, has been appointed teacher of French in the High School, on half time, at a salary of \$400.

Prof. J. O. Butler, formerly Principal at Mason, Mich., has been engaged as Principal at Denver, Colorado, at \$1,600 per annum.

Prof. E. W. Screeb, late of Howell, Mich., goes to Ottawa, Ill., schools at \$1,700 a year.

Prof. W. H. Smith, of Ann Arbor, Mich., is the new instructor in natural history in the Omaha High School, salary \$1,500.

Prof. Lindley Webb, superintendent of schools at Muskegon, Mich., has a salary this year of \$1,700.

H. S. Reed is Principal of the school at Mason, Mich., salary \$1,000.

Miss Anna E. Alexander, teacher at East Saginaw, salary \$700.

Miss Sarah E. Voorhies, formerly of Grand Rapids, Mich., is now in Benton Harbor, Mich., at a salary of \$600.

Miss Harriet Hubbard has been appointed to place in the Battle Creek school—salary \$600.

New York School Journal,

AND

EDUCATIONAL NEWS.

PUBLISHED WEEKLY.

NEW YORK, SEPTEMBER 26, 1874.

WILLIAM L. STONE, }
AMOS M. KELLOGG, } Editors.

WM. H. FARRELL, Business Agent.

The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals and Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

We cannot return unaccepted articles unless sufficient postage stamps are enclosed for that purpose.

We want a *SPECIAL AGENT* in every town to whom we will pay a liberal compensation. Send to Editors for terms, etc.

OFFICE No. 17 WARREN STREET, NEW YORK.

Shall Women be Admitted to Our Colleges?

Several of the best Universities of Europe and of this country are now admitting women to the privilege of their curriculum. The plan is too recent to draw favorable conclusions from experience, and reason leads us to believe it is impracticable. The character of American women is positive, and partakes of many virtues—conspicuous among which are goodness, gentleness, and modesty; and college associations do violence to these principles. We look back with delight to our school days; we recall the quiet demeanor of the boys before the magic influence of innocent girlhood; and the respectful attention and accepted protection of maturer growth, are remembered with a veneration for the past, which the grossness of the Woman's Rights ideas of the present would banish as pleasant dreams before the realities of life.

The periodicals of the day are full of the subject of "Woman's Rights;" and several books by eminent authors, have appeared in advocacy of female suffrage, and claiming a physical and mental muscle for the "gentler sex," equal to that supposed to distinguish men. We have no particular interest in the *suffrage* question; but we cannot agree with the burly female who recently proclaimed, that because the negro is allowed to vote, it is a sufficient reason why women should. In this age of progress we naturally expect to find utility in all improvements; in the many advances in mechanics, the advantages to be derived are evident, and aid civilization and promote the general good of a people. Will the acceptance of Woman's Rights, as defined by its excited advocates, conduct to these desirable results, or tend to promote her own good or benefit the State? Will the *masculinity* of woman improve society and contribute to virtue? We propose to consider these questions only so far as affects college education.

We would give to women every advantage that can be conferred by books and teachers, and would place no obstacle in the way of those who may desire to acquire a collegiate education; but this, we believe, she can obtain in her proper place—among women. There are female colleges in this country which offer superior opportunities for the highest culture and profound

learning. Vassar and Rutgers are distinguished Colleges, and the list might be continued. What gentleman of refinement, who, having passed through College, desires to subject his daughter to the influences of student life, as it exists in all Universities, and to put her in the arena of *College Politics*? If suffrage is to be extended to women, and it is desired to have her choose a political life, no better school for wire-pulling could offer; for the contests for office in the State are but a circumstance, in comparison with the warmth and energy sometimes displayed for class and society honors. Admitting however that the presence of modest women would exercise a refining influence upon the young men, is there no danger it would be at the sacrifice of their own femininity? Why cannot Colleges, exclusively for females, afford every desirable advantage? It is, to us, a significant fact, that when the doors of our Colleges are open to all women, but few will avail themselves of the opportunity to enter; and that among those few, will seldom be found the *ladies* of our country. We have too much faith to believe that they desire to accept such opportunities for education as those persons of doubtful gender would extend to them. There is found in every community a class of men and women—radical in all things and reasonable in nothing—who are generally made up of maidens of doubtful age, and uneasy dyspeptics; to this class we give the credit of originating the great "reform." The tenacity with which they cling to their purpose would be commendable in a better cause. The numerous accessions to their number, however, (though since the "Brooklyn Scandal" they are not quite so great) from the great and truly intellectual gives a strong probability of success, and renders the subject one of no little importance. Many of those who favor admitting females to our Universities, would greatly dislike to be known as followers of this class and advocates of female suffrage; yet the direct effect of bringing the two sexes into intellectual competition, is to continue the contest into law and politics. God forbid the time shall ever come when our daughters shall desire to accept the apparent advantages thus offered, and the familiarities necessarily attendant, and *unavoidable*, in all Universities for men.

It has been found practicable and desirable to establish Medical Colleges for females; and although several of the best medical schools admit women—to the enduring praise of the sex be it known—but few, very few, have ever availed themselves of the invitation. Literary and medical education are parallel. In the latter case, the impropriety of attending the lectures may be more evident, but it is none the less certain. Take nine-tenths of our young women, and we feel sure they desire no greater privilege, no nobler work, than that they now possess, and which they are by nature designed to perform. "The strength of our land," said Napoleon in one of those aphorisms for which he was so famous, "is in its Mothers."

We reiterate our faith in the womanhood of this land; we have no fear that true women will seek to mingle in the war among men for wealth, honors, and political preferment; and we deprecate the effort constantly making to change the laws of Nature for the benefit of a dissatisfied class, whose object, once accomplished, would destroy the charm of the home circle and the refining influence now so ably exerted by woman upon society.

New Experiments in Education.

Whether a child has the advantage of a quickening home or is the victim of a stupefying home is of far more moment than the quality of the school it attends. Home education is after all the great fact, whether it awakens or whether it quenches the young minds exposed to it, and it becomes a momentous question whether our exaggerated estimate and desperate cultivation of school houses, and public education are not at the expense of the far more important domestic influences by which the characters of children are formed. For we are learning every day that as this world is constituted one thing is at the expense of another.

If the parents believe that school is all in all and can do everything for their children, such are the pressure and strains of social life that they will evade and neglect their own responsibilities. Their children will be committed to stupid and vicious servants, hustled out of the way, turned into the street, or left to take care of themselves; and no pains will be taken to make the home medium one of elevation, stimulation, and improving to the mental character of their offspring. Where men are exhausted by society and there is blind faith in teachers and schoolrooms, we may be pretty sure that but little will be done to shape and conduct the home with reference to the higher mental needs of the children who live in it. There are, no doubt, nobler examples of parents, who appreciate schools, and strive to do their corresponding part of the work of exalting and enriching the intellectual life of those committed to their charge; but such cases are lamentably few, and there is reason to fear that with the increasing faith in public appliances of culture their proportion will not increase very rapidly.

In January, 1863, Miss Elizabeth P. Peabody, the pioneer in Kindergarten Education, started a little paper, called the *Kindergarten Messenger*. It made its way to that large number who are interested, and has been the source of great usefulness. We have derived profit in perusing the articles translated from Froebel's "Education of Man."

The Compulsatory School Law.

The SCHOOL JOURNAL for next week will contain an able article on the Compulsatory School Law from the pen of the Hon. Dexter A. Hawkins.

"Sex in Education."

Superintendent Field has been criticized very severely for using the following very plain language: The lady teachers deny its accuracy both in statement and inference.

Among the causes of the lower standard of scholarship in the Male Classes, I consider the most important in its influence to be the entire absence of tuition by Male Teachers. In consequence of the great increase of attendance within the last ten years, the Principals of our schools have been relieved from the duty of tuition and their functions entirely absorbed in the superintendence of their several schools. The higher classes have from this cause tended more and more to assume the condition and office of female seminaries.

The masculine strength of a cultivated and scholarly mind, so potent in its influence in attracting and controlling boys and young men, has been exchanged for the gentler graces of educated and refined ladies.

However effective for good this may have been upon the manners and scholarship of the fe-

males, it has been disastrous in the extreme upon the fortunes of the harder sex. Every day forces the conviction more indelibly upon my mind that the treatment of the sexes in intellectual training is more distinctive and divergent than the wisest of us are prepared to admit.

It is not necessary to the maintenance of this principle to declare that the essential qualities for teachers demand their identity of sex with their pupils; but it is undeniably true that it is as rare to find a thoroughly successful female teacher of boys as it is that the best instructor of girls is of the opposite sex. I am aware of no exception to the natural law of equality in fitness for tuition of pupils by teachers of the opposite sex.

The converse of any proposition is as often true as its affirmative. If females possess natural adaptation to the instruction of boys, the opposition of sex between teacher and pupil must be a natural law, and thus male teachers be more gifted in the instruction of girls. The scholarship of the male pupil in our schools is almost uniformly half a grade below that of girls of the same age; and the number of boys who remain in school through the whole Grammar Grade of studies has regularly and constantly lessened since the abandonment of their instruction by the male principals. The vast increase of attendance upon our larger schools, and the consequent increase of duties demanded from the Principal, render his return to that of tuition impossible; the necessity, therefore, for male tuition will require the appointment of male assistants in the schools hereafter to be established.

Now here are questions of the gravest importance, and they can be answered only by teachers of long experience. We therefore invite cordial communications from those entitled by careful observation to speak. We desire no theorist to tell us what he imagines the results should be.

Correspondence.

Editors of N. Y. School Journal.

Opening of the Schools.

On Monday, Sept. 7, the children belonging to the Public Schools of this city, commenced upon their session for the fall and winter term. After two months of enjoyment and fun, we, strong and hearty, resume our studies once more. The school-room, during the long months of July and August, missed the incessant hum of the scholars, and perhaps the encouraging words of the principals. The schools of this city present a very fine appearance, having been cleaned, re-decorated, and the rooms again presenting a lively appearance. A few boys can be seen loitering around the gates, and the cheerful voices of the scholars tell the passer-by that study has commenced. The cold weather is now approaching, when cloaks and coats will be called out to take the place of the light clothes. A little study and perseverance during these months will bring us past what we have forgotten during our summer vacation.

CHARLES S. SMITH.

About Names.

(Who has not had their attention attracted by the various names borne by human beings. And however odd a name we have heard we are sure to find another that sets us thinking why the man first bearing it was so called; for at this stage we are passive, we take our father's title whether honorable or not. A girl of twelve years has placed in our hands a brief paper that shows that even children speculate on this curious topic; and she has stated her ideas so plainly that we give place to her "piece."—Eds.)

Originally a man received his name from his occupation, color, stature, ancestry, ability, quality, etc., etc.

1st. We have a large number of names which were used at first to show the business of a man, thus: We have

| | | |
|----------------|-----------|-------------|
| Mr. Carpenter, | Tinker, | Gathercole, |
| Cook, | Banker, | Brewer, |
| Carver, | Tanner, | Fisher, |
| Walker, | Merchant, | Bishop. |

2nd. There are also names which once described a man by stating his color (but are now used just as names) such as

| | | |
|------------|-------|--------|
| Mr. Black, | Blue, | Brown, |
| Green, | Grey, | White. |

3rd. We have names, too, that describe men by their stature, for example,

| | | |
|-----------|-------------|----------|
| Mr. Long, | Short, | Longman, |
| Tallman, | Longfellow, | Little. |

4th. There are names that are derived from descent, thus,

| | | |
|---------------|-------------|------------|
| Mr. Peterson, | Johnson, | Robertson, |
| Jameson, | Williamson, | Wilson, |
| Jackson, | Dickson, | Harrison. |

5th. There are names, also, indicating ability, for instance,

| | |
|--------------|------------|
| Mr. Buswell, | Goodspeed, |
| Shotwell, | Dunmore, |
| Treadwell, | Twogood, |
| Stepwell, | Bloodgood. |

6th. There are quite a number of names suggestive of quality, such as,

| | | |
|------------|------------|---------|
| Mr. Smart, | Doolittle, | Blunt, |
| True, | More, | Bliss, |
| Quick, | Sharp, | Divine. |

7th. There are men that are named after animals, though they frequently add another letter, like,

| | | | |
|-----------|--------|-------|-------|
| Mr. Hogg, | Robin, | Lyon, | Fish, |
| Kidd, | Wren, | Bull, | Lamb. |

8th. There are men, also, named after parts of the human body, such as,

| | | |
|-----------|-------|---------|
| Mr. Legg, | Arms, | Foot, |
| Head, | Hand, | Temple, |

9th. Among other names there are persons named after nations, for example,

| | | |
|------------|----------|---------|
| Mr. Irish, | German, | French, |
| Wales, | English, | Scott. |

10th. There are names, also, indicating regard, thus,

| | | | |
|-----------|----------|-------|--------|
| Mr. Dear, | Darling, | Love, | Sweet. |
| ALICE. | | | |

BOOK NOTICES.

HARPER'S MAGAZINE FOR OCTOBER, 1874.—Harper's Magazine for October is as magnificent a number for its illustrations, and as rich in the variety and interest of its reading matter, as was ever published.

This number, containing eighty illustrations of unusual beauty, opens with "The Emigrant's Story," by J. T. Trowbridge—a poem of characteristic force and pathos, illustrated by Sol Eytinge.

The first of an admirable series of illustrated papers on "Decorative Art and Architecture in England," is contributed by Moncure D. Conway.

T. B. Aldrich contributes a graceful and exceedingly interesting paper, profusely and beautifully illustrated, on Portsmouth, entitled "An Old Town by the Sea." Happily supplementing this article is one on "The Isles of Shoals," by John W. Chadwick, beautifully illustrated.

Under the title of "The Huntmen of the Sea," is given a curious and thrilling chapter of American whaling adventure, with graphic and effective illustrations.

One of the most characteristic illustrated papers of the number is "Some Talk of an Astronomer," contributed by Prof. Simon Newcomb, of the United States Observatory at Washington. This paper, which will be concluded in the November number, meets a popular want, and is very timely in connection with the prominence of astronomical topics this year.

The admirable serial story, "Rape of the Ganp," is continued, with two of Mr. Frederick's brilliant illustrations; and R. H. Stoddard contributes an excellent poem, which is illustrated, entitled "The Two Anchors."

Special interest will attach to the resumption in this number of Senor Castelar's series of papers on "The Republican Movement in Europe." The present installment is an eloquent review of the connection, in the world's history, between distinctive types of nationality and the various forms of religious faith. This subject is treated with an especial application to the religious movements in Germany during the last hundred years, which will be the subject of a few subsequent papers. Senor Castelar's estimate of Luther, Zwinglius, and Calvin indicates a predominant Protestant impulse acting upon a judgment of rare catholicity.

Three stories of unusual power, poems by John G. Saxe and Margaret E. Sangster, and the five editorial departments make up, with the other articles which we have noticed, an ideally perfect number.

A Graded Singer. By B. Blackman and E. E. Whittemore. Published by John Church & Co., Cincinnati. These books are in four parts, and present a very attractive appearance. We intend to examine them thoroughly and report our views next week.

The Franklin Readers. By Hon. George S. Hillard, L.L.D. Boston. Brewer & Tileston. Mr. Hillard's old series of readers met with great favor, and were extensively used throughout the country; the new series named—the Franklin—have many merits not found in the first. These are, first, a careful graduation of the reading exercises, in which, together with the selection of the exercise itself, consists the art of rightly preparing suitable reading books. We notice that the exercises in the first and second reader are interesting and calculated to give pleasure to the young pupil. The higher books have drill exercises as in the old series, and these are of real value in the hands of good teachers; we regret that so many pass by these admirable means for developing the voice.

SCRIBNER'S MONTHLY FOR OCTOBER.—Scribner's Monthly for October opens with another munificently illustrated "Great South" paper, by Edward King, entitled "Down the Mississippi—the Labor Question—Arkansas;" it contains much picturesque description, and practical information. The important essay of this number is a very careful study of George Elliot's novels, by W. C. Wilkinson. Mr. Nadal, formerly with Mr. Motley in London, and now literary editor of the *N. Y. Evening Post*, has a charming sketch of Oxford. Mr. Cable, the New Orleans story writer, gives us another characteristic sketch of life in the American Paris; his present story, "Tite Poulette," is highly dra-

matic and exciting. "Katherine Earle" and "Ordonnau" are concluded; (Katherine Earle will be published in book form by Lee and Shepard), and Jules Verne's "Mysterious Island" is continued. Then we have "A Royal Hair-Cutting," "San Reno," "The Rose of Carolina," "Old Time Music," &c.

In "Topics of the Time" Dr. Holland writes about Mr. Beecher, the present theological outlook, the "Rewards of Literary Labor," &c. "The Old Cabinet" is devoted to Good Taste, and the other departments have about their usual variety.

In the November Scribner a new story by Saxe Holm will begin, to run through three or four numbers.

The Popular Science Monthly for October has the following table of contents: The Fossil Man of Mentone, Microscopic Architects, Inaugural Address before the British Association, The Aquarium, Thermal Death Power of Living Matter, Mental Physiology, Recent Researches in Photography, The Electric Light for Steamships, Are Animals Automata, Tyndall's Relation to Popular Science.

ROBERTS BROTHERS.

In His Name. Prominent among the distinguished clergymen of the Unitarian denomination is Edward Everett Hale, whose contributions to literature are widely known, and whose writings in *Old and New* have added to his own fame and the reputation of his magazine. We notice that some of Mr. Hale's serials are published in book form under the "Old and New Serials," and comprise some of the author's pleasantest productions. The latest production is the story "In His Name," a tale of the Waldenses, full of that peculiar vivacity and freshness of description characteristic of Mr. Hale's writings. Mr. Hale is a man of marked individuality. He could not be uninteresting if he should try. By all means, then, let those who are interested in that romantic and momentous period, buy the book. 'Twill richly repay perusal.

The Intellectual Life. Never since we, in boyhood, read Dr. Todd's Manual, have we been so favorably impressed with any work as we have with this. It is really a *vade mecum* to scholars, teachers and students. The author, as he says in his preface, proposes to consider the possibilities of a satisfactory intellectual life under various conditions of ordinary human existence. "It will form a part of my plan," says the author in his preface, "to take into account favorable and unfavorable influences of many kinds; and to guard some who may read the book alike against the loss of time caused by unnecessary discouragement and the waste of effort which is the consequence of misdirected energies."

The book is divided into several letters, written to people under various conditions of life, and addressed to their different needs.

The task is well done, and we ask all to get the book and digest it. It will fully repay the cost.

ROBERTS BROTHERS.

The Intellectual Life. By Philip Gilbert Hamerton.

In His Name. By E. E. Hale.

Scope, or the List Library. A novel of New York and Hartford. By Medwio B. Perkins.

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The Crusades. By George W. Cox, M.A.
Epochs of History. By Edward E. Munis, M.A.

PUNISHMENT.—Judge Dean, of Blair County, Penn., in the trial of a case of assault and battery, in which a school teacher was the defendant, made some remarks upon the subject of corporal punishment in schools, in which he said: "Any teacher who is so forgetful of the duties of his high calling, or the far-reaching consequences of his acts, as to maliciously or cruelly beat a pupil, should, without faltering or without hesitation on your part, be convicted of assault and battery. On the other hand, it is of the greatest moment that our teachers of our public schools be encouraged and sustained in every proper exercise of their authority. The very existence of these institutions depends on sustaining the teacher in his authority, when properly exercised, in the school-room. If the teacher is stripped of his authority to enforce attention or to prohibit disorder in the school-room, by unfounded or trivial persecutions, the end of system for good is very near: Rebellion and contumacy on the part of the pupils will become chronic; the teacher, instead of training youth, will be engaged in a continual contest to maintain his authority."

The new truant law, applicable to children between the ages of eight and fourteen, will soon go into effect in this city. The law gives the Board of Education authority over all children "found wandering about the streets and public places during school hours, having no lawful occupation or business, and growing up in ignorance." These children may be taught in the schools, or may be put in confinement and educated there, and also instructed in a useful trade.

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Publishers' Department.

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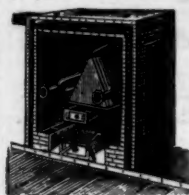
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